

Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school. The school has a pupil premium intake of 71 students which represent 7.9% of the total students on roll. This 7.9% figure is significantly below the national average of 29.18% and is in line with the grammar school national average of 7.9%. The school is undertaking work to support more disadvantage students to gain a place on entry through offering the support of tuition to some local primary schools and having pupil premium status support an offer of a place in the school should the student meet the requisite academic standard.

The small cohort allows for NHGS to adopt a tailored strategy to support the needs of our disadvantaged students and ensure that they can experience our full curriculum offer. All pupil premium students are interviewed by a specialist member of staff to identify any barriers to learning. The school has been keen to support pupil premium students to experience our new international links and take part in our visits to partner schools in India and Japan. Pupil premium funding is used to support programmes which support our whole school priorities of 'Scholarship' and 'Respect', with disadvantaged students being able to take part in teaching and learning opportunities relevant to these areas.

The Year 11 attainment 8 figure for the whole cohort for 2024 was 68.53, with the pupil premium cohort figure (including a total of 7 students) standing at 63.00. One of the 7 PP students in the Year 11 cohort had repeated Year 10 due to home circumstances and studied a reduced timetable which saw them entered for 3 GCSE exams. As a result of these circumstances in a small cohort this significantly affected the overall P8 average for the PP cohort, seeing the figure fall below the whole cohort average. If the grades from the student with the reduced timetable are removed from the P8 average for the PP cohort the average P8 score for the remaining 6 students would be 69.5, which is slightly higher than the non-PP cohort. When analysing averages in data for small cohort groups it is important account for anomalous results, with the above explanation seeking to put the overall average PP score into context.

School overview

Detail	Data
School name	North Halifax Grammar School
Number of pupils in school	897
Number of pupils eligible for PP funding	71

Proportion (%) of pupil premium eligible pupils	7.9%
Academic year/years that our current pupil premium strategy plan covers	2025/26-2026/27
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Desmond Deehan, Headteacher
Pupil premium lead	Daniel Kennedy, Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,040

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to make our ambitious curriculum and our extensive enrichment programme as accessible to our disadvantaged students as it is to all our other students. We want to remove all the barriers we can to ensure that our vision and our school improvement priorities apply inclusively to, and can be realised by, our entire student body. The areas for development in our school improvement plan relevant to the pupil premium strategy are;

- A whole school commitment to a fully inclusive NHGS community
- Students who are disadvantaged, those with SEND and those who are known or previously to children's social care, are fully supported to achieve as well as their peers..
- Self-awareness – knowing and living with oneself: understanding of oneself, including thoughts, feelings and behaviours, being truthful in what we say and do.
- Interpersonal Skills – knowing and living with others: how to establish healthy, respectful relationships valuing community and celebrating diversity. An appreciation of the Fundamental British Values: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.
- To make more opportunities available to students so they can develop a stronger sense of respect for other cultures, social responsibility and global awareness. To increase opportunities to develop and lead.

Using the most up-to-date and credible research from the EEF to support our actions, we want to ensure that ALL students have ALL options open to them and are able to navigate life with confidence and set courses of their own choosing.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Academic Progress - A wide, persistent gap in achievement separates children who grow up in poverty from their better off peers. The attainment gap at end of the reception year is 4.6 months, and that gap doubles by end of primary and doubles again by end of secondary.
2	Financial barriers which could deprive students of access to our full curriculum and experience of the 'Ambit' offer at NHGS and key resources at

	home, such as: access to ICT at home to do homework/research etc., books, desk, other learning resources and rich learning experiences such as residential trips and other school visits.
3	Potential lack of access to professional role models and “inside” information about careers and universities that might impact adversely on motivation and aspiration or lead to a lack of understanding of the need to complement academic studies with a broad range of enrichment activities to compete for certain courses and jobs.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All PP students to have the experience the ‘Ambit’ offer of the NHGS curriculum.	100% of PP students taking part in an extra-curricular activity inside or outside of school.
All PP students to have access to information about career opportunities and pathways to post 16 study and apprenticeships.	100% of PP students to receive advice from C&K Careers careers adviser.
All PP students to discuss their well-being and reading habits and with staff and any who display signs of anxiety/lack of self-confidence are signposted to well-being team.	100% of PP students to have an interview with a member of staff and given the opportunity to discuss their well-being and complete a pupil profile.
Attitudes towards learning in class, independent and home learning are in line with non-PP students.	Scores for PP students at monitoring rounds are in line with non-PP students.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Targeted support

Budgeted Cost- £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

All PP students to have a one-to-one meeting with a designated member of staff to help identify barriers to progress and encourage take up of the 'Ambit' curriculum offer.	EEF the pupil premium guide 2025 https://educationendowmentfoundation.org.uk/using-pupil-premium	1,2
All PP students given access to an in school counsellor and welfare officer where needed to support their self-fulfilment and well-being	EEF the pupil premium guide 2025 https://educationendowmentfoundation.org.uk/using-pupil-premium	2
PP students given the opportunity to access additional tuition in school and outside school where this is identified as necessary to support academic outcomes.	EEF the pupil premium guide 2025 https://educationendowmentfoundation.org.uk/using-pupil-premium	1
Meeting material needs of all PP students through support as requested following one-to-one meetings.	EEF the pupil premium guide 2025 https://educationendowmentfoundation.org.uk/using-pupil-premium	2

High quality teaching

Budgeted Cost- £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on the delivery of the NHGS lesson framework to support high quality teaching and learning	EEF five a day guide. https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	1

	https://teacherhead.com/2018/06/10/exploring-barak-rosenshines-seminal-principles-of-instruction-why-it-is-the-must-read-for-all-teachers/	
Whole staff training on delivery of trivium at NHGS to improve scholarship throughout the school	EEF the pupil premium guide 2024 https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053	1
SLG and departmental visits to 'worthy rival' schools to share best practice on teaching and learning and pupil premium strategies		1
Lead teachers to deliver high quality training to all staff on assessment to support improved teaching and learning	SSAT formative assessment training course https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/	1

Raising aspirations

Budgeted Cost- £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP students to have a careers meeting with the school advisor from C&K Careers to promote positive role models and explore career options.	EEF the pupil premium guide 2025 https://educationendowmentfoundation.org.uk/using-pupil-premium	3

Continuation of rigorous form time reading programme to expose students to a wide range of literature.	EEF blog on reading fluency https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency	1
All PP students to have access to finance to support the cost of school trips in order that they experience the 'Ambit' element of the NHGS curriculum.	EEF the pupil premium guide 2025 https://educationendowmentfoundation.org.uk/using-pupil-premium	2
Attendance tracking from the pastoral assistant to target support at PP students where attendance is a concern.	https://www.ssatuk.co.uk/cpd/school-improvement/attendance/what-works-webinars/	1

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Targeted academic support

Activity	Impact
All PP students to have a one-to-one meeting with a designated member of staff to help identify barriers to progress and encourage take up of the 'Ambit' curriculum offer.	A survey was completed of all PP students in July 2025 to measure engagement with extra-curricular activities inside and outside of school. The results of the survey showed that 95.2% of PP students had been involved in an extra-curricular activity in school and 82.9% of students had been involved in an extra-curricular activity outside of school.
All PP students to have a one-to-one meeting with a designated member of staff to help identify barriers to progress and encourage take up of the 'Ambit' curriculum offer.	A survey was completed of all PP students in July 2025 to measure student engagement in school found that 92.5% of PP students felt they could access extra curricular activities at school and 95.1% of students responding that they felt included and part of the school.
Analysis of progress of PP students in comparison to non-PP students in all year groups at each of monitoring rounds.	Monitoring analysis occurred after each drop. Behaviour and achievement of PP students were found to be in line with non PP students. Where there were concerns with the data, follow up conversations happened with YGLs to address concerns and put actions in place for support.

Wider Strategies

Activity	Impact
All PP students to have a one-to-one interview with the school careers adviser to explore pathways and offer support.	All PP students placed on appropriate level three pathways at NHGS or other FE provision.
Use of the expertise of the pastoral officer to engage PP students and parents with all aspects of school life.	PP attendance figure of 94.2% for 2024/25 which is an increase of 2% from the 2023/24 figure of 92.2%. The 94.2% figure for 2024/25 compares to a national average figure of 91.91%.